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IDENTIFIERS   *Northwest Regional Dissemination Configuration

ABSTRACT

        The approximately 100 participants in this
conference, who represented a wide variety of educational and
noneducational agencies in and outside Oregon, learned new strategies
for networking: shared information about the extensive base of human
and material resources available to support school improvement in the
state: developed ideas on how groups might collaborate to share
resources across organizational boundaries: and passed resolutions
commending the Oregon Department of Education for the conference and
mandating its continued leadership role in creating a statewide
resource sharing network. Conference activities are summarized,
including a welcoming address, a context-setting overview, a
perspective on the particular concerns of Oregon educators,
discussion of the development of a resources notebook, a presentation
on networking, small group discussions, and an evaluation session.
The report also provides a list of participants, an agenda, sample
entries for the Oregon Resources Inventory, excerpts of presentations
and publications, readings on dissemination, a selected bibliography
on networking, and a conference evaluation form. (RAA)

OREGON STATE DISSEMINATION CONFERENCE

"Bridging Resources with Needs"

Country Squire Inn
Eugene, Oregon
October 25-26, 1979

Sponsored by
the Oregon Department of Education
In cooperation with
Northwest Regional Educational Laboratory

An Action Report

Northwest
Regional
Educational
Laboratory

DISSEMINATION PROGRAM
710 S.W. Second Avenue
Portland, OR 97204

November 1979

JUN 2 0 1980

Introduction

The success of the Oregon State Dissemination Conference demonstrates
once again the power of interagency collaboration and the commitment
of Oregon educators to their colleagues and their schools.

Sponsored by the Oregon Department of Education and held in Eugene,
Oregon on October 25 and 26, 1979, the conference drew approximately
100 people from a wide variety of educational and noneducational agencies
in and outside Oregon.[1] Many local Oregon schools, districts and
intermediate service agencies were represented, along with state and
regional service groups and the National Institute of Education.

Conference sessions were organized around the theme, "Bridging
Resources with Needs." Participants learned new strategies for
networking and shared information about the extensive base of human and
material resources available to support school improvement in Oregon.
Small-group planning sessions yielded a proliferation of ideas on how
groups might collaborate to share resources across organizational
boundaries.

Participants passed resolutions commending the Oregon Department of
Education for the conference and mandating the Department's continued
leadership role in creating a statewide resource sharing network.

The success of the conference has also been apparent in the
enthusiasm of participants during and after the two-day experience, in
the creative ideas generated during the planning sessions, in the formal
evaluation results and in the many letters of commendation and support
received by Superintendent Vern Duncan for Department leadership in
state resource networking.

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[1] A list of participants appears at the end of this report

Background

Prior to describing conference activities in detail, it may be helpful to provide some background information on how the conference came to be held, especially for readers of this document who were not directly involved in the planning efforts.

The Oregon Department of Education, recognizing the value of interagency collaboration and sharing, particularly in an era of scarce resources, has worked closely with Northwest Regional Educational Laboratory's Dissemination Program to create a system for resource exchange in the state and the region. Department of Education staff were therefore very eager to join with the Dissemination Program and the other states in the region in what has come to be called the Northwest Regional Dissemination Configuration Project.[2]

Supported by the National Institute of Education, the Configuration Project has made possible a resource sharing conference in each of the states. It is also providing support for developing notebooks which describe educational resource and service groups in each state. Oregon's conference and forthcoming resource notebook, therefore, have a dual purpose. While the conference and the notebook are organized around the particular concerns of Oregon educators, they are also intended to support the eventual development of a regional resource sharing network.

The Oregon Department of Education engaged the assistance of individuals from other educational agencies in planning the conference. Educational Service District personnel, staff of the NWREL Dissemination Program and representatives from higher education and the US Office of

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[2] Together, the states of Alaska, Hawaii, Idaho, Montana, Oregon and Washington comprise the Northwest Regional Exchange, coordinated by the NWREL Dissemination Program. The Configuration is a special project of the Exchange.

Education—Region X joined with DOE staff in planning a conference which would be maximally responsive to the concerns of Oregon educators. The original recipients of letters of invitation represented all levels of involvement in education, and efforts were made to publicize the conference as open to anyone interested in educational resource sharing. Given the numbers of people who attended and the variety of organizations represented, these efforts were clearly successful.

Conference Activities

On the morning of October 25, participants heard a welcoming address delivered by George Katagiri of the Oregon Department of Education. Katagiri underscored the importance of resource sharing and called attention to some of the many challenges and benefits which present themselves to resource networkers. After a brief review of the conference agenda (Attachment A),[3] he encouraged those in attendance to participate actively during the remainder of the conference. Katagiri then introduced Virginia Thompson of the Northwest Regional Educational Laboratory.

After presenting a brief, context-setting overview of national dissemination efforts, Thompson introduced a one-hour videotape entitled "Nearly Everything You Wanted to Know About Dissemination But Were Too Befuddled to Ask."[4] While taking a wry, humorous approach to its subject,

[3] Recipients of this report who did not attend the Oregon Resource Sharing Conference will find conference materials attached. Those who did attend are encouraged to refer to their conference packets as they review the events which occurred during the two days.

[4] Originally produced by the Department of Special Education, University of New Mexico, for the 1978 National Dissemination Forum, this 3/4" color videotape is available on loan from NWREL. Written requests are preferred. Write to: Virginia Thompson, Director, Dissemination Program, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

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this presentation is extremely informative about the current national state of educational resource dissemination and the issues facing those with dissemination responsibilities. Conference participants were both entertained and reassured that the kinds of communication and coordination concerns they face are widespread and are being addressed at the national level.

The particular concerns of Oregon educators received attention next, as Dr. Donald E. Egge, Associate Superintendent, Oregon Department of Education gave his perspective on the state's resource needs and the challenges facing conference participants and other Oregon educators. Egge cited many of the kinds of pressure on the schools today, and emphasized the need for Oregon educators to have professional support systems available to them. He spoke in support of the development of a statewide resource sharing network and encouraged conference participants to take active roles in making the network a reality.

The rich educational resource base in Oregon was highlighted by Virginia Thompson, as overhead transparancies were used to display some of the numerous resource centers and service providers across the state. The growing stack of transparancies challenged participants' eyesight and offered a dramatic display of these resource and service groups. The accompanying commentary stimulated participants to consider ways to develop more efficient linkages among these and other agencies and projects. Another activity which took place during the morning session was the completion by conference participants of a Linker Form developed by National Testing Service. Designed to gather information about the roles and functions of those involved in educational linkage,

the forms were completed and submitted by approximately three-fourths of the participants. Of particular interest among the results were the makeup of the group by type of organization and present professional position and the dissemination functions in which participants are currently engaged. As shown on Chart 1 on the following page, a wide variety of organizations were represented, as were the roles within each. Administrators at the local education agency level formed the largest single group, closely followed by Department of Education staff and information/dissemination specialists from Education Service Districts around the state. The strong representation of these and other key educational-personnel at a conference devoted to resource network-building is extremely encouraging.

The four dissemination functions cited in Chart 2 on the following page were generated by the National Dissemination Analysis Group and "ratified" by participants at the National Dissemination Forum in 1977. Asked to indicate the frequency with which they engage in each level of educational dissemination, Oregon conference participants generated responses indicating that most are frequently involved in all four functions. As might be antici- pated, very frequent involvement in "spread" activities characterized the functions of the single largest number of participants.

Reconvening after lunch, conference participants were invited by Virginia Thompson to scan their Oregon Resource Inventory materials (Attachment B). The purposes of compiling the resource notebook were reviewed, followed by small group work in which participants generated listings of additional resource groups for inclusion.

Joe Pascarelli of the Northwest Lab engaged participants in completing a form indicating areas in which resources and/or other kinds of support

CHART 1

PROFESSIONAL POSITIONS OF LINKER FORM RESPONDENTS

Local Education Agency

        Teacher   3
        Administrator   18

Education Service District

        Consultant   7
        Administrator   8
        Support Staff   1
        Project Director   3
        Information/
          Dissemination Specialist   15

Department of Education   16

Jr Colleges/Colleges/Universities   9

Educational R&D Lab/Center

        Professional   7
        Administrator   2

CHART 2

LEVEL OF INVOLVEMENT OF LINKER FORM RESPONDENTS IN DISSEMINATION FUNCTIONS

	Never 1	2	3	4	Usually 5
SPREAD	3	3	3	16	47
EXCHANGE	2	9	15	13	29
CHOICE	4	11	11	20	17
IMPLEMENTATION	4	10	15	12	20

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are adequate, needed, available, etc. Study of participant responses can be expected to yield information about areas where the potential for resource sharing might be explored.

This activity marked the end of the formal Thursday sessions and was followed by several informal activities. Ron Slade, information retrieval specialist from the University of Oregon, conducted a computer searching demonstration, and staff from several of the organizations represented at the conference set up exhibits displaying their groups' resources.

The conference dinner provided opportunities for participants to make contact with new people and to discuss the day's activities. Dr. W. Ed Ellis, Assistant Director for Regional Programs at the National Institute of Education, spoke about the Institute's role in school improvement programs. Following the dinner, participants had additional opportunities to interact, examine the resource displays and so forth. Many retired to their rooms to read the materials on networking and dissemination included in their conference packets in preparation for the Friday sessions (Attachments C through I).

Joe Pascarelli opened Friday's activities with introductory comments about the videotape viewing that comprised the morning session. Each of three videotape monitors offered a different presentation on networking by an expert in the field, and with each videotape shown twice, each participant was able to view two of the three presenters. Matthew B. Miles from the Center for Policy Research in New York, L. Allen Parker of the Center on Technology and Society in Cambridge, Massachusetts, and Seymour B. Sarason of Yale University each presented his research findings

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and personal perspective on networking.[5] In preparation for this
activity, participants were given two handouts (Attachments J and K) to
stimulate their thinking about networking and to record notes and
impressions for the discussions following the viewings.

Following lunch, participants became engaged in small group work
aimed at identifying next steps in the development of a resource sharing
network in Oregon. The first of these sessions involved participants in
random groupings generating ideas for resource sharing which 1) can be
implemented in the immediate future and 2) should be considered for
implementation over a longer period of time. Participants then grouped
themselves according to the type of agency they represented and generated
ideas in the same two categories which their kind of agency might address.
Finally, participants regrouped again and clustered the agency-specific
suggestions which had been offered so that these might be used in future
planning. Chart 3 on the following page displays these suggestions.

Groups which were not engaged in the clustering of participant
suggestions pursued other tasks, such as generating ideas for a yearly
resource sharing conference and forming an advisory committee for the
development of the resource notebook. Especially significant among the
outcomes of this work were the resolutions drafted by a group assembled
for that purpose and later adopted by conference participants as a whole.

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[5]These presentations were given at a national seminar presented by the
NWREL Dissemination Program earlier in the month. Held in Washington,
D.C. and attended by educators from around the country, this seminar was
titled "Networking: An Essential Dissemination Process".

CHART 3

SUGGESTED ACTIVITIES SUPPORTING THE DEVELOPMENT OF A RESOURCE SHARING NETWORK

<u>Local Education Agencies</u>

1. Develop a statewide student advocacy network
2. Develop a resource exchange network
3. Develop/share a list of exemplary programs (OEPBS newsletter)
4. Develop a network for staff development/inservice
5. Establish a hotline to clearinghouse linker source

<u>Education Service Districts</u>

1. Develop/utilize a process for building human resource files
2. Develop consistent service guidelines (propose to OAESP, SEA, ECC)
3. Identify existing networks available to ESDs and refine use of/ access to them
4. Educate/inform SEA/LEAs regarding the role/function of ESDs
5. Increase face-to-face contact with SEA/LEAs

<u>State Education Agency</u>

1. Provide leadership/coordination for statewide resource sharing network, including linker training
2. Identify key resource people, organizations, products, programs, knowledge and <u>sources of fiscal support</u>
3. Conduct network needs assessment to determine areas where support is most needed
4. Utilize already established, effective networks
5. Establish better internal network/identify key contacts within SEA
6. Provide technical assistance in implementing federal laws

<u>Higher Education/R&D Labs and Centers</u>

1. Provide internships for staff of like agencies/organizations
2. Make site visits to one another's workplaces
3. Share tasks based on shared priorities
4. Identify resources, networks, models and strategies
5. Test networking strategies
6. Conduct formative evaluation of effectiveness of state networking

The first resolution reads:

"Resolved:

1. That the Oregon Department of Education assume the leadership role in forming a statewide network for information and resource sharing.

2. That the Department appoint an ad hoc advisory committee for network development.

3. That This advisory committee meet before January 31, 1980."

A second resolution was passed commending the Oregon Department of Education for leadership in sponsoring the conference.

In the final conference activity participants heard brief presentations given by several individuals, each of whom spoke from the perspective of the kind of agency or organization he or she represented. These were:

Federal Agency - Ed Ellis, NIE
Regional Activities - Virginia Thompson, NWREL
State Agency - George Katagiri, Oregon State Department of Education
Higher Education - Dick Arends, College of Education, University of Oregon
ESD - Jim Maxwell, Lane ESD

Travel schedules necessitated that the local education agency speaker leave before this part of the conference.

Evaluation forms (Attachment L) were distributed and collected at the end of the conference. Participants were asked to rate each major conference activity along a continuum from "No value" to "Very valuable." Thirty-eight evaluation forms were returned. The numerically averaged results, as displayed in Chart 4 on the following page, indicated a positive activity-by-activity response and an even more positive response to the conference as a whole.

George Katagiri thanked participants for their efforts during the conference and spoke enthusiastically of their accomplishments and

planning ideas. The conference was adjourned among high spirits and

strong conviction that educators in Oregon have taken a major step toward

the development of a statewide resource sharing network.

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ATTACHMENTS

A   Agenda--Oregon Resource Sharing Conference

B   Oregon Resource Inventory

C   "Relationships Among Dissemination and School Improvement"

D   Excerpts from Networking

E   Excerpts from book review of Human Services and Resource Networks

F   Excerpts from "Networking": Educational Program Policy for the
    Late Seventies

G   Excerpts "Networks for Mutual Assistance and Collaborative Development"

H   Readings on Dissemination and Change

I   Selected Bibliography on Networking

J   Preparing to Explore Networking

K   Exploring Networking

L   Evaluation Form

AGENDA

RESOURCE SHARING CONFERENCE

OCTOBER 25-26, 1979   COUNTRY SQUIRE INN, EUGENE

CONFERENCE THEME: NETWORKING - BRIDGING RESOURCES WITH NEEDS

THURSDAY, OCTOBER 25

9:00 a.m.	Coffee and Rolls Conference Registration	
10:00	Introduction o Conference Background o Conference Design and Expectations	George Katagiri Virginia Thompson

10:45	Status Report of Dissemination Programs
	o Elements of Dissemination - "Nearly
	   Everything You Wanted to Know
	   About Dissemination but Were Too
	   Befuddled to Ask"
	o Some Current Efforts of National
	   Dissemination Processes
	o An Oregon Perspective
		
		Virginia Thompson
		
		Don Egge

12:30 p.m.	No Host Lunch	
1:45	Plotting Existing Resources and Services	
2:45	Refreshment Break	
3:00	Identifying Our Roles, Needs, Interests and Contacts	Joe Pascarelli
4:30	Informal Session o Special Resource Displays o Computerized Search-Demonstration	 Rod Stark
5:30	Social Hour	
6:30	DINNER Special Guest Speaker. Dr. Ed Ellis, N I E. "The Role of N.I.E. in School Improvement Programs"	
8:00 - 9:30	Displays, Demonstrations and Interactions	

FRIDAY, OCTOBER 26

8:30 a.m.   Coffee and Rolls

9:00   Networking: A Fresh Perspective·   Joe Pascarelli
                 o Videotaped presentations by
                   Matthew Miles
                   Seymour Sarason
                   Allen Parker
                 o Small Group Discussions

11:30   No Host Lunch

1:00   Towards a Sharing Network: A Panel Representing
                     Various Perspectives

                     Federal Agency - Ed Ellis, NIE
                     Regional Activities - Virginia Thompson, NWREL
                     State Agency - George Katagiri, Oregon Department of
                         Education
                     Higher Education - Del Schalock, Teaching Research
                     ESD - Jim Maxwell, Lane ESD
                     Local District - Pat Atkinson, LaGrande Schools

2:30   Refreshment Break

2:45   Planning a Sharing Network   Joe Pascarelli
                 o What Have We Here?   Virginia Thompson
                 o Where Do We Stand?
                 o What Are Our Next Steps?
                 o Where Do We Go From Here?

4:00   Adjournment

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OREGON RESOURCE INVENTORY

A notebook containing descriptions of educational
resources and services available to Oregon educators
is currently under development. When completed, this
notebook will provide a picture of the Oregon resource
base and suggest ways these resources might be
expanded and shared.

On the following pages you will find:

o Some draft descriptions displaying the kinds
   of information being gathered for the resource
   notebook

o A list of Oregon educational resource providers
   who have contributed information about their
   agency or project as of Tuesday, October 23, 1979

These materials will be discussed and used during the
Thursday, October 25 afternoon session.

ID #   tbs

NAME   PROMISING PRACTICES DIFFUSION
        PROJECT

ACRONYM   N/A

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DESCRIPTORS
 Adoption (Ideas)
*Career Education
*Demonstration Projects
*Diffusion
 Disadvantaged Youth
 Handicapped Students
 Information Networks
 Junior College Students
*Vocational Education

IDENTIFIERS
*Diffusion Projects
 Oregon Educational Resources
 Promising Practices

OVERVIEW

The purpose of this project is to
develop a statewide system for
enabling widespread adoption of proven
programs in vocational and career
education.   Technical assistance and
support are provided through Regional
Coordinators to local school districts
in Oregon.

Special emphasis is given to programs
in community colleges and those
designed for disadvantaged and
handicapped students.

Promising Practices are defined as
processes and/or materials that address
significant educational needs and have
been determined effective.

TARGET AUDIENCE(S)

Educators, administ..... ... .
in vocational and career .duc.tion in
Oregon

CURRICULAR AREA(S)

All vocational area. ... .
education programs a. al. level.
are included.

SERVICES PROVIDED/COSTS

Services and support provided include
inservice for developers and
implementers, technical assistance to
adopters, substitute reimbursement for
teachers and travel reimbursement for
on-site visitations.

These services are available to
educators in vocational and career
education in the state.   Call or write
for detailed information.

PUBLICATIONS AVAILABLE/COSTS

o An implementation kit for use by
  Regional Coordinators is under
  development.

o Program flyers are available upon
  request.

FUNDING SOURCE(S)

Oregon Department of Education
Vocational Education Research and
Exemplary Programs

DATE   10/79

ID # tbs

NAME LA GRANDE MIDDLE SCHOOL
INSTRUCTIONAL MEDIA CENTER

ACRONYM IMC

ADDRESS 1108 4th Street
LaGrande, Oregon 97850

PHONE (503) 963-4171
CONTACT Pat Atkinson

TITLE Media Specialist/ODE Linker

PHONE/EXT (503) 963-4171 ext.277

DESCRIPTORS

Audiovisual Coordinators
Audiovisual Instruction
*Information Dissemination
*Information Retrieval
Information Services
*Instructional Materials Centers
Instructional Media
*Media Specialists
Resource Materials

IDENTIFIERS

Oregon Educational Resources

OVERVIEW

The IMC program assists the entire
school population of School District #1,
Union County, by providing a variety of
services and resources to educators and
students. Services have also been made
available on occasion to educators
throughout Union County*.

IMC staff serve as Oregon Department of
Education (ODE) Linkers, providing
information on resources and services
available from the ODE; the Northwest
Regional Educational Laboratory (NWREL)
and other public and private sources.

* Cove, Elgin, Imbler, North Powder,
Union and LaGrande schools have all
received IMC services.

TARGET AUDIENCE(S)

Staff members and students of Union
County schools. The largest percentage
of use is within the LaGrande schools.

CURRICULAR AREA(S)

All curricular areas are served.

SERVICES PROVIDED/COSTS

Research services to educators, as well
as technical assistance in the use of
materials and equipment, are provided.
Services are at no cost to the
requestor.

PUBLICATIONS AVAILABLE/COSTS

The IMC makes available several publi-
cations developed and provided by other
agencies:
o Catalog of New Materials for Admin-
istrators, Teachers, Linkers and
Learners, developed and provided by
NWREL
o Current Index to Journals in Education,
developed by ERIC and provided by the
ODE
o Resources in Education (RIE), indices
developed by ERIC and provided by the
ODE

FUNDING SOURCE(S)

Local district funds

DATE 10/79

ID #   tbs

NAME   PHILOMATH SCHOOL DISTRICT 17J

ACRONYM   (N/A

ADDRESS   P.O. Box 591
           Philomath, Oregon 97370

PHONE   (503) 929-3169
CONTACT Jan Mix

    TITLE Curriculum Director

    PHONE/EXT (503) 929-3169

DESCRIPTORS   B-4
*Curriculum Development
 Curriculum Planning
 Educational Administration
 Elementary Grades
*Inservice Teacher Education
 School Administration
*School Districts
 Secondary Grades

IDENTIFIERS
Oregon Educational Resources

OVERVIEW

The curriculum of District 17J is
competency based. Our six-year plan
involves assessment, planning with
written documentation and a well-
planned implementation phase. We are
following the textbook cycle to
determine sequence of subject areas.

The curriculum director is responsible
for organizing and developing a K-12
sequential and systematic program in
all subject areas. Implementation is
the joint responsibility of the curri-
culum director and the building
principals, with principals taking
responsibility for assuring that
implementation decisions are carried
out in the classroom.

TARGET AUDIENCE(S)

Classroom teachers and students in
grades K-12

CURRICULAR AREA(S)

Our programs provide a sequential,
systematic curriculum for educators in
all subject areas.

SERVICES PROVIDED/COSTS

The administration provides materials,
organization and consultation, and
arranges for training and assistance
for classroom teachers. There is no
charge.

PUBLICATIONS AVAILABLE/COSTS

o District competency based Health Guide
  (1978)
o PL94-142 procedure/policy booklet(1979)
o District competency based Social
  Science Guide (completed December 1979)
o High school graduation (competency)
  booklet (1979)
o Criterion-referenced writing evaluation
  materials (1979)

FUNDING SOURCE(S)

Local district funds

DATE 10/79
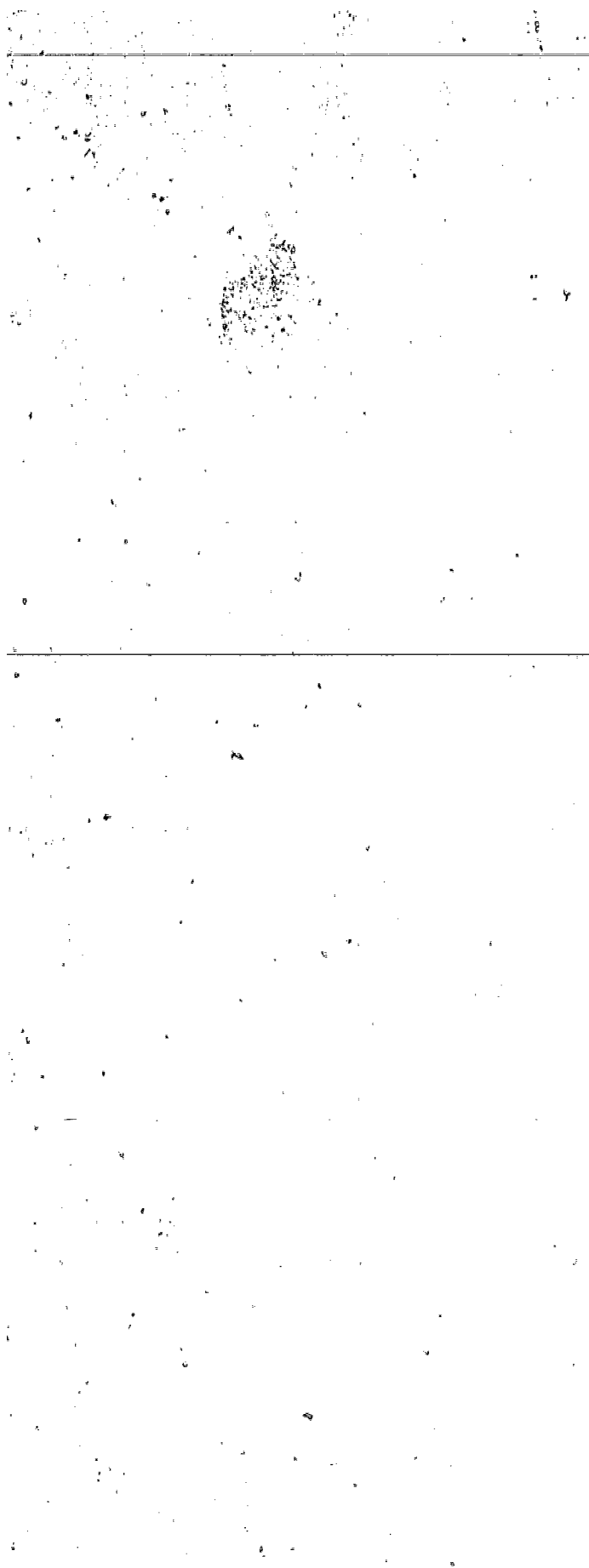
OREGON RESOURCE PROVIDERS

Groups which have developed and submitted draft descriptions of their
organizations as of October 23, 1979.

LOCAL EDUCATION AGENCIES

La Grande Middle School Instructional Media Center - La Grande

Multnomah County School District 1 Educational Media Department - Portland

Philomath School District 17J - Philomath

West Linn School District 3 Library - West Linn

EDUCATIONAL SERVICE DISTRICTS

Clackamas County ESD - Marylhurst

    Regional Career/Vocational Education Office

Douglas ESD - Roseburg

Harney ESD - Burns

    Joint Cooperative Title I Project
    Learning Resource Center/Math Center
    Special Education Services

Lane ESD Teaching Resource Center - Eugene

Linn-Benton ESD Information Retrieval Service - Albany

Malheur ESD - Vale

Multnomah ESD - Portland

    Oregon Facilitator Project (NDN)

Yamhill ESD Instructional Media Center - McMinnville

OREGON DEPARTMENT OF EDUCATION - Salem

    Community College Division

    ESEA Title IV-C

    Guidance, Counseling and Testing

    Reading Center

    School Finance and Data Information Services

    State Textbook Commission Library

    Student Services Section

UNIVERSITIES

    Oregon College of Education Learning and Activities Resource Center - Monmouth

    Oregon State University Library (Kerr Library) Information Retrieval Service - Corvallis

    University of Oregon Library Online Retrieval Service - Eugene

    Teaching Research Dvision, Oregon State System of Higher Education - Monmouth

R&D LABORATORIES/CENTERS

    ERIC Clearinghouse on Educational Management - Eugene

    Northwest Regional Educational Laboratory - Portland

OTHER RESOURCE PROVIDERS

Ad Hoc Interagency Council for the Continued Professional Development of Educational Personnel - Marylhurst

Bethel, Eugene, Springfield Teacher Center (BEST Center) - Eugene

Mid-Willamette Valley Consortium for the Improvement of Education - Monmouth

Oregon Education Association - Tigard

Oregon Educational Coordinating Commission - Salem

Oregon Occupational Information Coordinating Committee - Salem

Promising Practices Diffusion Project - Corvallis

Oregon Resource/Dissemination Conference
October 25-26, 1979

"Relationships Among Dissemination and School Improvement"

Report from Dissemination Process Seminar II *
Dissemination Support Services (NWREL)
Denver, Colorado, May 9-11, 1979

Participants at the Denver seminar were involved in the use of a
problem-solving format to look at the relationships among dissemination and
school improvement. There were four major strands: (1) school improvement
and the principal's role, (2) change processes, (3) knowledge synthesis and
interpretation, (4) how these relate to dissemination.

There is a whole range of people who can provide support to those
people working in schools to help students. Paisley pointed out that the use
of people as an information system is a field as specialized as the information
itself; these people, in what is essentially an oral information system, may
be known as consultants, technical assistance specialists, teachers or,
currently, linkers. One of the most useful things these people can do,
according to Ward, is to provide some systematic way of observing what is
going on; some definition of steps, stages and options. Questions such as,
"Where did you begin? What was the first step? How did you decide to do this?"
provide an organized way of looking at the world in which the practitioner works.

Discussions during the seminar indicated that one very important goal
in dissemination is that of helping practitioners increase their own
capacity for school improvement processes. Although immediate and specific
help is important, a consultant might do well to keep asking, "Is everything
I'm doing helping the system to do this more on their own next time?" This
capacity-building or facilitation is an important factor to Paisley --
"...it is our one opportunity to affect the change process in our roles as

_____

* Compiled from presentations by Dr. Spencer Ward (NIE) and Dr. William
Paisley (Stanford University).

disseminators." He suggests that the services represented in the facilitation of improvement of school practices today are very different from those of ten or even five years ago. Clients in local schools today are frequently knowledgeable about changes they wish to make; "resource finding" services may, therefore, be less useful to them than before when educational information was less widely available. The greatest need today seems to be for technical assistance in facilitation of a decision that has been made but not yet implemented. Chart I displays the different aspects of the consultant role in response to needs. Basically, the consultant role is defined by the consultant's capacity (knowledge, skills, etc.), by the needs of the school system and by the availability of other resources.

Federal funding efforts (such as through the Office of Education) are responding to variations in school district needs for technical assistance by investing more heavily in programs such as the Title I Evaluation Technical Assistance Centers than in traditional information programs such as ERIC.

In most of the literature a change or innovation is considered to be a new program or product which is adopted or adapted by a school. The emphasis of Seminar II was more on the carrying out of the process or tasks leading to such an action. When facilitation takes this emphasis, the consultant can be viewed as helping the school personnel to: (a) assess a situation, (b) choose an optimum approach to resolution of the problem, (c) select specific options for each step (of the process leading to change), (d) carry out each task and subtask effectively, (e) integrate that activity into the ongoing school processes and structures. The school may need facilitation of the process at any point--at initiation, during analysis of options or, as Paisley indicated, after the planning process has resulted in a decision

Chart I

RELATIONSHIP OF LINKER OR CONSULTANT FUNCTIONS TO EXTERNAL ENVIRONMENT *

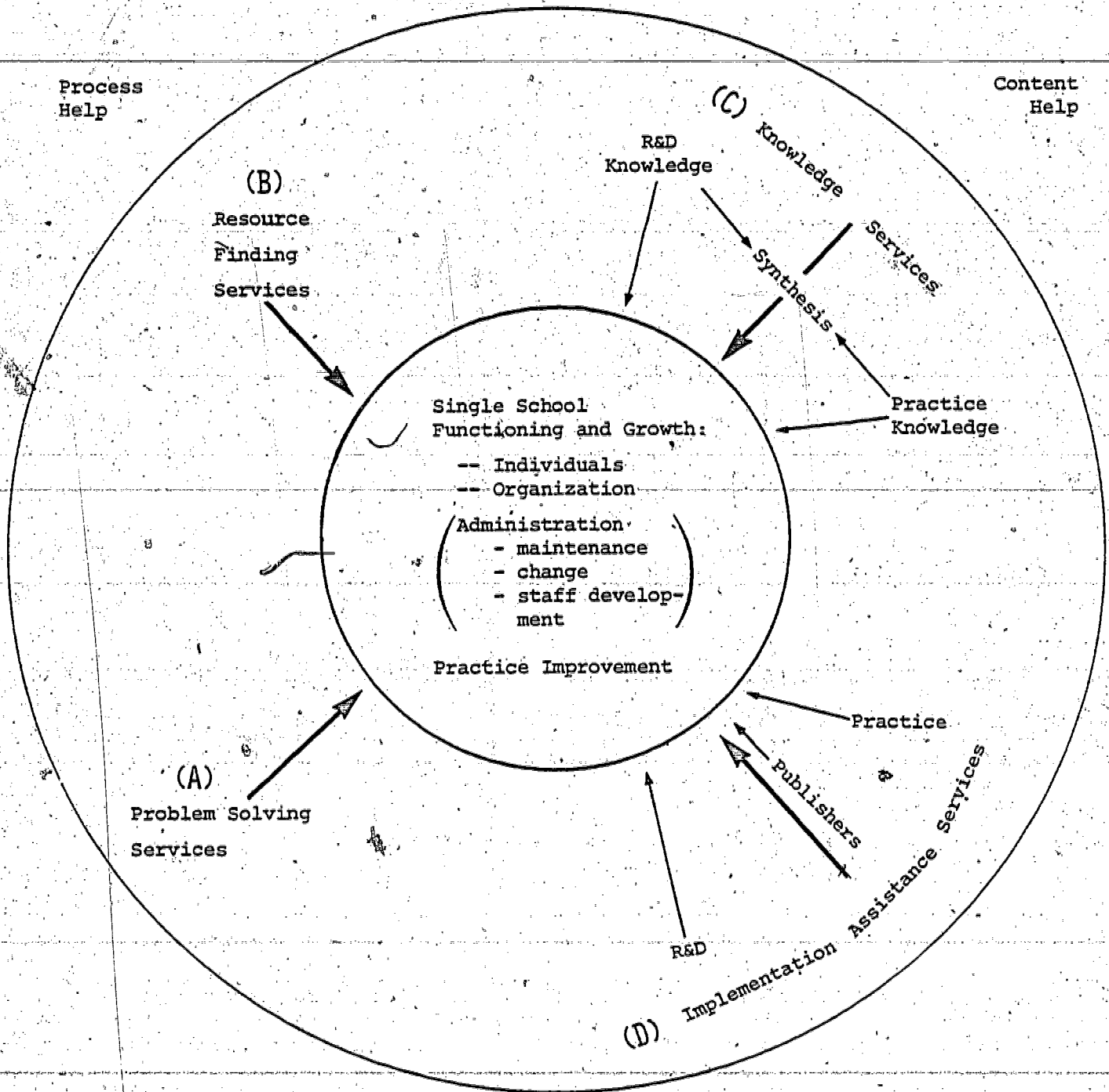|	(2) School System Resource Finding Capacity (including capacity to find 3-type and 4-type resources)	
(1) School System Problem-Solving Capacity (Process Capacity)	X Linker Role defined by linker capacity, needs of school system, availability of other resources X	(3) R&D System Capacity to synthesize or transform knowledge and tailor materials
A = Problem Solving Services B = Resource Finding Services C = Knowledge and Product Transforming Services D = Implementation Assistance Services X = Basic Personal and Interpersonal Skills, knowledge and attitudes related to consultation and relationship building	(4) School System and R&D System Capacity to assist in implementation	R&D System = - universities - developers - publishers - L/C

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to adopt a new program. Chart II illustrates these various consultant func-
tions in the facilitation process and how each service is brought to bear on
the school.

The needs of schools for various types of technical assistance
services, resources and information has, as indicated earlier, led to a
changing emphasis in funding for dissemination efforts. Specialized facili-
tation services are now available in many parts of the country; Paisley stresses
that the challenge for a general-purpose dissemination program is not to
duplicate these services, but to coordinate and articulate them. If this
is done, dissemination systems can be of positive influence in school
improvement efforts.

> Ten years of experimentation with educational information
> systems have proved beyond any reasonable doubt that the combina-
> tion of a printed information resource and an interpersonal
> contact point or "interface" can serve the information needs of
> education effectively. (Paisley, May, 1979)

Ann G. Murphy
University of Oregon
October, 1979

Chart II

SUPPORTS FOR SCHOOL FUNCTIONING AND PRACTICE IMPROVEMENT *

Process
Help

Content
Help

(C)

R&D
Knowledge

Knowledge

Services

(B)

Synthesis

Resource
Finding
Services

Practice
Knowledge

Single School
Functioning and Growth:

-- Individuals
-- Organization

Administration
- maintenance
- change
- staff develop-
  ment

Practice Improvement

Practice

(A)

Publishers

Problem Solving
Services

R&D

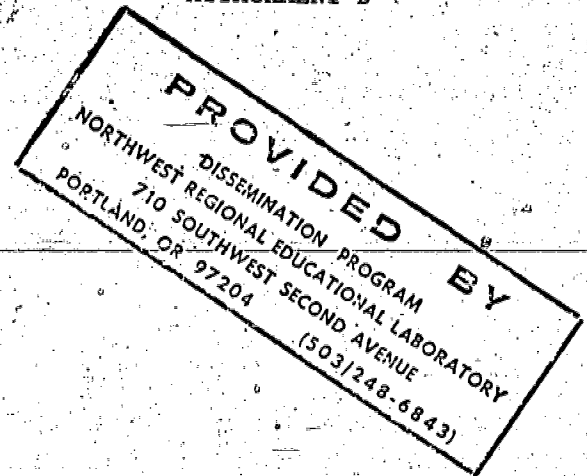Implementation Assistance Services

(D)

Linking, Consulting,
Helping

*Spencer Ward, May 1979

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Oregon Resource/Dissemination Conference
October 25-26, 1979

Excerpts from

Networking

by

Matthew B. Miles

I. The Idea of Networking

Definitions

We need a working definition of "network" itself. At the most abstract, a network is simply a set of nodes or points connected by lines or links. There is often the implication that various things (such as messages, objects, energy, etc.) travel along the lines which thus serve as channels. In social networks the nodes are persons, groups or organizations. The things which travel between the nodes are socially relevant. So a network is a connected set of social actors exchanging socially relevant material. For this discussion we will naturally be emphasizing educationally relevant networks.

Social networks may be formally instituted or informally emergent; they may be transorganizational or internal to existing organizations; they may be fully-known and visible to their members, or so dispersed that their members do not fully know or understand the network of which they are a part. They may have no "center," or one center, or more.

The label "networking" can be used to refer to:

1) the ongoing operation of a network; the "systematized, more efficient interactions" among members (Parker)

2) the operations necessary for a network to produce particular kinds of <u>outputs</u> (e.g., "networking to disseminate innovations")

3) the products of a network (e.g., directory of participants, a catalog of curriculum materials)

4) the tactics carried out to develop a new network

5) the interventions used for building or enhancing networks.

In this paper the label "networking" will be used to refer to <u>deliberate</u> <u>efforts to create or strengthen networks.</u>

If system resources are allocated to the following functions --

1. Routine operations (carrying out tasks)

2. Repair or system maintenance

3. Specific changes (innovation <u>in</u> the system)

4. Development (innovation <u>of</u> the system, self-renewal, system building, etc.) -- then in terms of the present discussion, "networking" refers primarily to function 4. The issue is essentially one of creating capability where none existed, or enhancing existing capability.

Is Networking Possible?

As with the aerodynamically unfeasible bumblebee who does in fact routinely fly, networking does seem to be possible. The practical experiences reported by Dalin and Goodlad and the many case histories assembled by Parker suggest rather clearly that networks can be deliberately enhanced, even created. Practitioners of networking do exist, and it is

in principle possible to explicate what they do, and why it works. A clear understanding of these matters seems to be a good way ahead at present, but it is certainly not inaccessible. Thus networking is possible, even if it may be difficult on theoretical grounds.

General Goals of Networking

The focus should be on efforts to enhance/create networks which:

1. Bring about educational improvement (as contrasted with those which deliver health services, provide therapy for troubled persons, govern cities, or oppose the government's involvement in a way);

2. Are durable, "reasonably" self-sustaining (will not require continued governmental subsidy for survival and effectiveness); and

3. Will add to knowledge and lore about networking (are studyable during the process, are exemplars, can serve as research and/or demonstration sites).

II. Networking: Possible Influences on Strategic Choice

On what does how you decide to do networking depend? In thinking about any particular networking strategy (and its associated tactics), there are presumably some prior considerations -- variables to keep in mind as alternative networking approaches are weighed. Networking in any particular situation is so full of practical and political issues, so dense with unanticipated outcomes, so beset with the incalculable, that prescriptions for strategies and tactics are not now possible -- and may never be. However, something of how strategic choice might be affected by certain background variables can be understood in a general and/abstract way.

The General Frame

The general "frame" within which one views "the problem" for which

networks are a proposed solution is an extremely basic background variable.

The frame serves, in effect, as a kind of grand strategic backdrop. It

dictates the implicit functions of a network, the types of flow it will

end up carrying and thus the incentives for participants, and the types of

change that can be anticipated if networking is successful in creating or

catalyzing a functioning network. Table 1 summarizes several basic

"frames" and their relationships with network functions.

Networks, like life, are not firmly and reliably categorizable into

any single one of these frames; most real-world networks have multiple

functions and induce many different types of change simultaneously.

Frames do frame, but networkers who are aware of their frames, and

can go outside them rather than being limited by them willy-nilly, will

probably consider a wider range of strategic options.

TABLE 1

PROBLEM-DIAGNOSTIC FRAMES AND THEIR CONSEQUENCES FOR NETWORKS

Frame	Network Functions	Primary Flow Types	Anticipated Change
Backwardness/obsolescence	Modernization	Knowledge Objects Evaluation	Diffusion of new technology
Inequity	Justice assurance	Power, influence	Equitable distribution of resources
Stagnation	Revitalization	Affect	Energy increase
Isolation, resource poverty	Cosmopolitanization	Knowledge Labor	Resource increase
Anomie	Creation/ restoration of community	Affect Evaluation	Shared value, meaning, support
Unshared craft	Diffusion of competence	Knowledge Evaluation	Refinement and extension of craft knowledge

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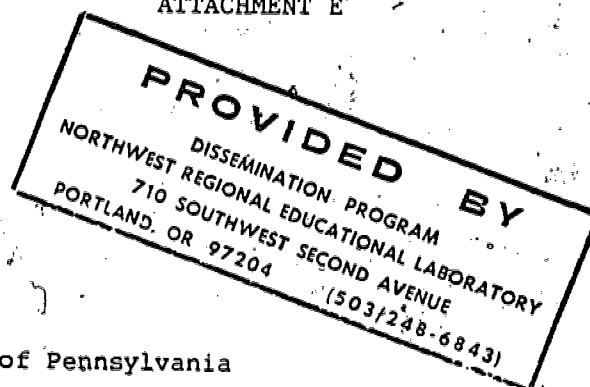
Excerpts from

Book Review* by Larry Hirschhorn, University of Pennsylvania

of

Human Services and Resource Networks

Seymour B. Sarason, et al

This book describes and analyzes a set of experiences the authors
had in developing a network of people who live and work in Essex County
and New Haven, Connecticut. A Mrs. Dewar, long-time community leader,
initiated the project because of an interest in the possibility of having
nonprofit organizations exchange resources and benefits to their mutual
benefit. The faculty at Yale, Mrs. Dewar, and people who worked in schools
and human service settings began a long and fruitful network relationship
through which ideas and plans on ways to increase inter-organizational
exchange were developed.

Two themes emerge from the authors' analysis of their experiences.
One, in a period of resource scarcity and fiscal austerity, barter exchanges
between human service organizations might be the most effective if not the
only way to identify the best use of human resources and to redeploy them
according to plan. Two, there is significant evidence that people are
dissatisfied with their work, particularly in large service bureaucracies.
Networks, the authors suggest, address both issues. They offer a method
for resource exchange and mobilization outside the constraints of the

---

money economy, and they expand the level of resources by increasing the productivity of once bored and isolated people who give more of themselves when they finally find interesting work.

The authors suggest as they describe their experience, that a network is very much a system of people interacting at the boundaries of their formal organizational roles. Networks evolve by integrating people who have organizational commitments yet who come together not as representatives but as interested persons who are looking for satisfaction and fulfillment in the roles. A network is based on a deliberate confusion between people as role performers versus people in their own distinctive "personhoods." In this context, networks emerge as general forms of social interaction that recognize this role confusion by maximizing the tension between our roles and our construction of what we authentically are.

Hirschhorn notes that the Essex County experience is an attractive model for planning. Remove people from their narrow representational roles and network them informally. Promise no money, tell them no lies, but facilitate discussion and awareness about the potentials for resource exchange and mobilization in which all could gain. Start small and don't think big.

It is an appealing model, slightly utopian, but the authors' experience and analysis suggest that such an approach could touch upon fertile soil. Yet there is a danger in such a networking thrust. Networking will never substitute for politics, it cannot overcome or end-run the politics of conflict.

Politics remains the bottom line for mobilization of resources. At most, networks should be seen as learning systems in which people, removed from the constraints of the roles and operating at the role-personhood boundary, learn to plan the allocation and mobilization of resources outside the inhibiting constraints of the present political setup. Networking effects, in other words, will be <u>indirect</u>. They will establish a climate for organization activity in which the narrowness and inhibitions imposed by local, state, federal and market determined relations can be critically scrutinized on the basis of the new and real experiences that networks provide.

Networking offers a new vision of resource exchange and mobilization based on local planning and self-management; it presents a new way to structure productively the role confusion of postindustrial life, and it gives hope that the political stalemate might be broken in a new climate of awareness about community exchange and cooperation.

Oregon Resource/Dissemination Conference
October 25-26, 1979
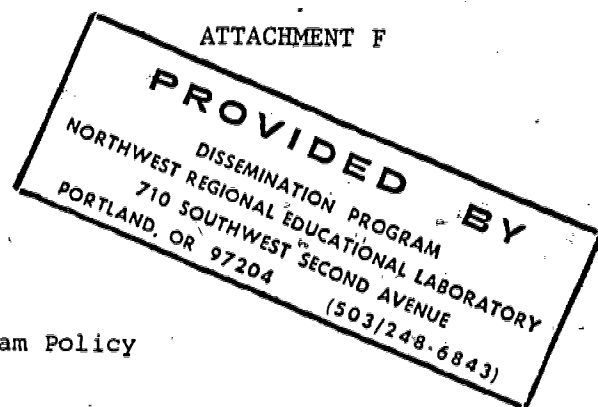
Excerpts from

"Networking": Educational Program Policy

for the Late Seventies

by

Saul B. Cohen and Elizabeth Lorentz

Much of what gets done in life is accomplished through loose,

informal arrangements that exploit sets of connections among people.

In effect, ideas and actions circulate within and among networks of people.

They are energized, supported, evaluated and modified, in making their way

from inception to implementation.

Most networks that involve people just happen -- they are rarely

planned and engineered. The most successful and long-lived people networks

are the ones that remain open to newcomers. They are sustained by the

influx of new people and new ideas. These kinds of networks provide multiple

pathways along which individuals can establish links with one another and to

third parties and beyond.

Theory and Structure of Networking

"People" networks are voluntary associations in which individuals

from a variety of jobs, class and personal perspectives participate out of

a sense of enlightened self-interest. Network members define other members

as resources whom they can exploit in tackling a problem.

Networks are not groups of people with identical interests. They

consist, instead, of people who can tackle a problem in common from

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different vantage points, who can exchange different points of view, and who can find strength in a certain amount of challenge and opposition. A network is a group, then, that finds ways of pulling together, deriving strength from overcoming forces that tend to pull the group apart.

For people networks to work, they must not only be open to the entry of new or diverse persons, they must also be structured so as to encourage flexible hierarchy. On any given issue to which the network addresses itself, it should be possible to change the hierarchical structure to take advantage of individual resources and talents.

Networks are functional systems dealing with matters of actual or potential need. By being able to adopt new missions and objectives networks avoid becoming "relict" systems.

Who are members of networks? People with something in common, who are not satisfied that their home bases offer them the variety of resources they need to exchange information, learn new things, give and receive help, and to fulfill their desires for personal development and for self-expression. Networks are an idea exchange in action settings. Because the settings are detached from the individuals' day-to-day operational base, a wide variety of problems can be addressed more effectively.

The Structure of a Network

People networks operate in settings structured to facilitate interaction. This structure has several elements:

1. Mechanisms for identifying and cataloging members in terms of what they have to offer as resources.

2. Techniques for mapping or charting the sequence of actions that emerge as a result of the network's bringing individuals and agencies into contact with each other.

3. Resource exchange banks which balance out the demands upon individual members who are called upon to tap the resources of institutions or agencies for network tasks. The resources exchange insures multiple-way rather than one-way flows.

4. Membership recruitment policies that ensure that the boundaries of the network will remain open, by deliberately planning for infusion of new people.

5. Building in structural flexibility by organizing network subgroups as operational groups. Clients play an active role in refocusing the work and, in fact, become part of the operational group as both a receiver and giver of services.

6. Settings for the network and its subgroups that are never fixed. The setting chosen is the one which is most appropriate for the problem at hand. Neutral ground is the key phrase -- the network belongs to everyone and thus to no one.

7. Organizing a network requires the services of a coordinator who can bring and keep together people of different talents, help them grow and develop, be sensitive to new problem areas that need to be addressed by the network, and be scorekeeper.

The people networks which this article addresses are integrative networks -- those whose members work on a full exchange basis -- each fulfilling self-interests while helping others. Networking can be a means for engineering a process of human interaction. It is this approach which the author seeks to promote as practical for federal educational policy.

Oregon Resource/Dissemination Conference
October 25-26, 1979

Excerpts from

"Networks for Mutual Assistance

and

Collaborative Development"

by

Charles L. Thompson
October, 1976
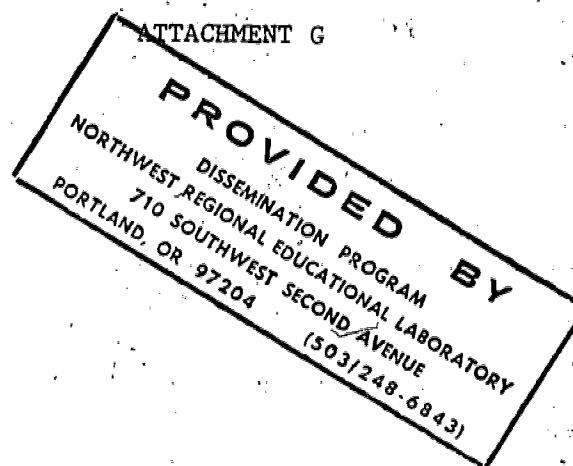
Responses to more than a decade's frustration with attempts to

improve American schools through Federal investments of over a billion

dollars in research and development and billions more in categorical aid

have been characterized in many cases by conflict, doubt or even bitter

resignation. But the frustration has also stimulated research and

thoughtful analysis concerning the educational change process itself, and

the products of this work have in turn yielded a new image of the country's

educational system. The image is of a decentralized configuration of

school districts and other agencies, with certain key institutional factors

within the district heavily influencing the fate of innovation or

improvement efforts (see Clark and Guba, 1974; Berman, McLaughlin et al,

1975).

The purposes of this paper are (1) to argue for a change strategy

which takes cognizance of this research and analysis and which seeks to go

with, augment, and stimulate the flows of change revealed in the new

image, (2) to sketch in the rough outlines of such a strategy, (3) to

articulate questions about it, and (4) to call for a program of research

designed to answer these questions.

The Central Question

The main question is: "Given a decentralized education system,
and given that informal, person-to-;erson contact plays an important role
in the exchange of ideas and advice within that system can and should the
Federal Government seek to strengthen and extend the social networks
through which experiences, insights and innovations frequently flow?"

We propose that a strategy for Federal support of local educational
improvement which we call "networking" is more in tune with educators'
spontaneous problem-solving behavior than is a completely centralized
strategy, and that it may help build the problem-solving capacity which
.Federal support for local improvement efforts presumes.

Research findings show that local factors are more crucial in
accounting for successful versus failed implementations than are Federal
policies or the nature of the "technologies" (curricula or other predefined
treatments). Clark and Guba (1974) feel that the "systems perspective" on
educational knowledge production and utilization is based on a number of
assumptions which conflict with important realities in American education.
The various agencies that populate the educational community do not, as
the systems perspective assumes, share common goals. Nor is there a set of
sanctions that enable a central agency to entice or compel each state
department of education, each university, each local school district,
each regional laboratory, every other educational organization to fall
into line behind a single set of goals and to cooperate in achieving them.
The notion that America's various educational institutions are or can be
arranged in a system in which a tightly linked chain of national research,
development and dissemination determines practice in the country's 17,000
school districts is unrealistic -- and contrary to a number of widely-shared
American values, as well.

As an alternative to the unrealistic "systems" view of knowledge production and utilization, Clark and Guba propose a "configurational view." This view depicts American education as "... a configuration of quasi-independent institutions and individuals living together for selected common or overlapping goals and functions."

Effectiveness of efforts for educational improvement can be enhanced by helping people at the local level develop their own capacity to identify their problems and invent or search out solutions to them. In its present state of development, education is more of a craft than a precise technology. The craft of education could potentially advance more rapidly if incentives and opportunities for exchange among the "craftsmen" and "craftswomen" were improved.

For this paper we will adopt the rough, generalized definition of "network" which has been abstracted by Sarason and his associates from their cross-disciplinary literature review:

> The units studies in various fields have included individ-
> uals, families, organizations, electrical circuit elements, media
> broadcasting stations, telephone lines, among others. These
> units are seen as linked together and/or interacting in a
> structure that resembles a net or network. Webster defines a
> network as a "fabric or structure of threads, cords, wires
> or the like crossing each other at certain intervals, and
> knotted or secured at the crossing. Such an image connotes
> an interrelatedness among the units composed of (a) direct
> linkages and/or interactions of any one unit with certain
> other units and (b) indirect linkages and/or interactions of
> any one unit with many other units attached by chains of
> linkages and/or interactions to the units to which it is
> directly attached . These generalizations hold across all the
> fields reviewed here. (pp. 135-136)

We can say, however, that the "units" of interest to us are individuals (including, but not limited to teachers, principals, local

and state education agency administrators, researchers, and parents and
other citizens) and organizations (again, including but not limited to
schools, school systems, intermediate service agencies, state education
agencies, institutions of higher education, technical assistance groups, and
research organizations).

Strengths and Limitations of Informal Social Networks

Matthew Miles and Dale Lake see as the prime strength of informal
social networks their capacity for providing members "low energy access to
trusted information" (1975). Thomas Allen, in a paper on communication
networks in R&D organizations--a population one would expect to be far more
rationalistic and systematic in its problem-solving behavior than are
educational practitioners--cites several studies that emphasize the
importance of informal social networks. He identifies the minimal energy
demands and trust characteristics of such networks as variables that
account for researchers' preference for them over other sources of
expertise (Allen, 1970).

Though informal social networks have a number of characteristics
which make variations on them promising as systems for information and
idea sharing, they appear to have important limitations and disadvantages,
as well:

> Geographical limitations
>
> According to House, Hagerstrand found that "the communication links
> of the _average_ individual rapidly decrease in number with the square
> of increasing distance" (p. 8, emphasis added). Improved technology
> in communications and transportation have introduced only a minor
> distortion into this curve.

Hierarchic structure

House cites studies by Tornquist (1970), and Gould and Tornquist (1971)
that indicate that nearly all contracts external to many organizations are
made by top administrators. Little or no contact exists between middle and
lower level personnel. Yet these are the levels responsible for actually
implementing most innovations.

Governmental barriers.

The fact that each of our 17,000 school districts is a separate unit and
that links between and even within districts appear to be poorly developed
--impedes lateral flow.

Fragmentation

The isolation of the "research community" from practitioners, not to mention
fragmentation by disciplines is legendary. Informal social networks appear
to cross these boundaries rather seldom. Similar boundaries may exist between
teachers and administrators, and even between different roles and specialities
within these categories.

Overcoming the Limitations While Preserving the Strengths

The mixed assessment of the strengths and weaknesses of informal
social networks leads us to the following questions:

Can social networks that mimic the best characteristics of informal
networks be created or catalyzed? Can social networks- whether natural
or catalyzed--extend their geographical, numerical, professional and
intellectual range and sharpen their focus on problems and substantive
issues without losing their best characteristics?

Obviously, when one begins to consider strengthening or extending
existing networks, or even catalyzing new ones, the term "informal" is no
longer applicable. Yet research and the accumulated experience of a number

of people with whom we have talked indicate that personal relationships may well be the keys to successful networking.

Although we cannot make the distinctions very precisely, we would distinquish in a rough way among degrees of formalization in the networks of interest to us: the informal, the formal, and the non-formal.

1. Informal networks develop in an unplanned, "natural" way as people with compatible purposes, interests, norms, and values happen to meet each other and spontaneously form more or less enduring, if intermittently activated relationships. An informal network is an interlocking set of intermingled relationships, both personal and professional.

2. Formal networks are established deliberately. The roles and role relationships among persons in the network are explicitly pre-scribed and bounded by formal goals, rules and procedures

3. Non-formal networks, like informal networks, consist of interlocking personal relationships. But, as in a formal network, purposes are specific. Non-formal networks also deliberately arrange for their members to engage in the sorts of exchange, collaborative problem-solving, and so forth that they might naturally engage in, but to do so more frequently, thoroughly, and reflectively.

The three categories are probably best regarded as ideal types, which rarely occur in their pure forms. That is, a formal network, like a formal organization, has its informal dimensions. Personal relationships grow up on the basis of initially formal role relationships. And as in a formal organization, these "organic" relationships probably have important functions. In fact, one might hypothesize that the development of such relationships is crucial to the success of apparently formal networks.

<u>Network Purposes and Activities</u>

<u>Purposes of Networks</u>

By examining materials on a number of networks and by talking with people involved in them, we have begun to develop a sense of the range of purposes which networks can serve and the range of activities they use to accomplish these purposes. In this section we will lay out a rough categorization of purposes; in the next a categorization of activities.

<u>We plan to study networks that</u>:

1. enable practitioners, citizens, and researchers to do a more effective job of solving their educational problems (networking as a problem solving strategy)

2. develop organizational forms that help people improve their their educational problem-solving (e.g., teachers' centers, citizen information centers, community mental health centers, and others) (networking to develop problem-solving strategies)

3. help newcomers set up and operate organizations or other settings that improve educational problem-solving. (networking to diffuse problem-solving strategies)

There are, of course, several other purposes actually or potentially served by networks. A partial list would include networks that:

4. spread a single completely
    developed programmatic   (networking to dis-
    innovation, either simple   seminate a single
    or complex   programmatic innovation)

5. serve as channels for devel-
    oped and "validated innova-   (networking to dis-
    tions, either generally or   seminate validated
    in specific areas of concern   innovations)

6. interrelate the range of
    organizations that provide
    services to a given
    population (e.g., the   (networking to
    hospitals, clinics, schools,   coordinate services)
    employment agencies, and
    other agencies in the cen-
    ral city)

7. enable organizations to pur-
    chase service they could not   (networking to pur-
    otherwise afford (e.g., computer   chase services)
    sharing among colleges and
    universities)

We would stress that this list is only partial. We offer it as a
first rough cut at developing a typology, and to locate our own planned
activities within the range of existing net works.

Activities of Non-Formal and Formal Networks

Our informal reconnaissance of deliberate networking efforts